

TCAP Achievement, Grade 8, Reading/Language Arts
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)

Content	
SPI#	State Performance Indicator
8.1.4	Identify on a graphic organizer the points at which various plot elements
8.1.11	Determine the author's purpose for writing or a student's purpose for reading.
8.1.12	Identify an implied theme from a selection or related selections.
8.1.14	Distinguish among different genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies, and essays) and their distinguishing characteristics.
8.1.18	Recognize the author's point of view (e.g., first person or third person, limited/omniscient).
8.1.19	Determine how a story changes if the point of view is changed.
8.1.24	Identify how the author reveals character (e.g., physical characteristics, dialog, what others say about him, what he does).
8.1.25	Recognize literary elements that shape meaning within context (e.g., symbolism, foreshadowing, flashback, irony, mood, and tone).
Grammar Conventions	
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8.3.1	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.
8.3.2	Recognize usage errors occurring within context (e.g., subject/verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome words: where were; which, that; who, who, whom) within context.
8.3.3	Identify the correct placement of prepositions and prepositional phrases within context.
8.3.4	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.
8.3.5	Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate nouns), pronouns (i.e., reflexive, interrogative, and demonstrative), verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, and verb phrases), adjectives (i.e., common/proper, comparative and superlative forms, adjective clauses), adverbs (i.e., comparative and superlative forms), interjections and conjunctions (i.e., coordinating, correlative, and subordinating) within context.
8.3.7	Identify the correct use of appositives and appositive phrases and infinitives and infinitive phrases within context.
8.3.8	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.
8.3.10	Recognize the appropriate use of gerund and participial phrases.
8.3.11	Select the correct pronoun/antecedent agreement for personal pronouns within context.
Meaning	
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8.1.1	Formulate appropriate questions during the reading of the text.
8.1.5	Identify an appropriate title to reinforce the main idea of a passage or paragraph.
8.1.6	Determine cause-effect relationships in context.
8.1.7	Determine inferences from selected passages.
8.1.8	Recognize a reasonable prediction of future events in a passage.
8.1.22	Recognize and identify words within context that reveal particular time periods and cultures.
8.1.23	Determine the influence of culture and ethnicity on the themes and issues of literary texts.

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Techniques and Skills	
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8.1.3	Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, tables of contents, and appendices).
8.1.9	Select information using keywords and headings.
8.1.13	Use text features (e.g., sidebars, footnotes, and endnotes) to determine meaning.
8.1.15	Identify examples within context of similes, metaphors, alliteration, onomatopoeia, personification, and hyperbole.
8.1.17	Recognize and identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials).
8.1.21	Identify examples of sound devices within context (e.g., rhyme, alliteration, assonance, slant rhyme, repetition, internal rhyme).
8.1.26	Identify instances of bias and stereotyping in print and non-print texts.
8.2.11	Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).
8.2.12	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.
8.3.9	Identify correctly or incorrectly spelled words in context.
Vocabulary	
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8.1.2	Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.
8.1.10	Recognize and use grade appropriate and/or content specific vocabulary.
8.1.16	Choose a logical word or phrase to complete an analogy, using scrambled words and homophones in addition to previously learned analogies.
8.1.20	Recognize commonly used foreign phrases (e.g., <i>bonjour</i> , <i>hasta la vista</i> , <i>bon voyage</i> , <i>mi casa es su casa</i> , <i>e pluribus unum</i> , <i>c'est la vie</i>).
8.1.27	Recognize the effect of stressed and unstressed syllables to aid in identifying the meaning of multiple meaning words.
Writing/Organization	
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8.2.2	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.
8.2.5	Rearrange multi-paragraphed work in a logical and coherent order.
8.2.13	Select an appropriate thesis statement for a writing sample.
8.2.14	Select the most appropriate title for a passage.
8.2.15	Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.
Writing Process	
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8.2.1	Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) with information from notes for a writing selection.
8.2.3	Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).
8.2.4	Identify the targeted audience for a selected passage.
8.2.6	Identify sentences irrelevant to a paragraph's theme or flow.
8.2.16	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
8.2.22	Select vivid words to strengthen a description (adjective or adverb) within a writing sample or a passage.
8.3.6	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).

Note: SPIs 8.2.7, 8.2.8, 8.2.9, 8.2.10, 8.2.17, 8.2.18, 8.2.19, 8.2.20, and 8.2.21 are assessed by the Tennessee Writing Assessment and are not included on this chart.